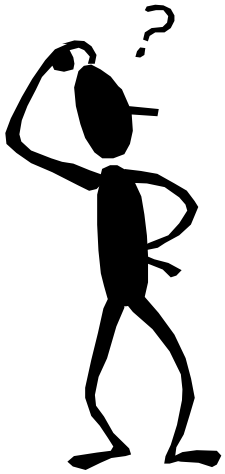
CRITERIA 1- 6



"Who you are"

and

"What you have"

Selection Criteria 1 – 6 Overheads

To properly address Criteria 1 – 6:

- **Begin preparation for grant writing now. Contact faculty, language specialists and library staff, and ask for their participation.**
- **Write separate drafts that respond directly to each criterion and sub-criterion.**
- **Remember you are being evaluated for NRC and FLAS in this application, make sure you are addressing both in your narrative.**
- **Use tables whenever possible to conserve narrative space and provide a clear, concise summation of your information.**
- **Do not repeat information that relates to multiple criterion points. It is better to refer to where the criterion was referenced previously and then build from there.**
- **Expect that the Peer Reviewers will only take into consideration items in the narrative.**
- **Use the narrative to your advantage, reinforce your institution's strengths.**

★ **Criteria 1-6 asks only for information on resources your center and institution already has. If you refer to a new activity/initiative, do so briefly and reference the more complete activity description in the appropriate criterion.**

Selection Criteria 1 – 6 Overheads

The order for Technical Review Form Criteria has been changed for the 03-05 NRC and FLAS competition.

Was	Selection Criteria	Now
1	**Quality of The Applicant's Non-Language Instructional Program**	3
2	**Quality of the Applicant's Language Instructional Program**	4
3	**Quality of Curriculum Design**	2
4	**Quality of Staff Resources**	6
5	**Strength of Library**	5
7	**Commitment to the Subject Area**	1

No point values, or criterion have changed as a result of this reordering. We hope that this will improve the readability and narrative flow of the application.

Selection Criteria 1 – 6 Overheads

Criteria 1 through 6 will provide the bulk of you competitive points:

	NRC	FLAS
1. Commitment to the Subject Area	10	10
2. Quality of Curriculum Design	15	20
3. Quality of the Applicant's Non-Language Instructional Program	20	25
4. Quality of the Applicant's Language Instructional Program	20	20
5. Strength of Library	15	15
6. Quality of Staff Resources	20	15
7. Outreach Activities	15	0
8. Program Planning and Budget	20	0
9. Impact and Evaluation	20	20
10. FLAS Awardee Selection Procedures	0	15
11. Competitive Priorities		
Total Points:	**155**	**140**
Criteria 1-6 Total Points:	**100**	**105**
Percentage of Total Score:	**65%**	**75%**

Selection Criteria 1 – 6 Overheads

The "Commitment to Subject Area" criteria allows you to write a narrative that provides an introduction to your institution and center.

CRITERIA 1: COMMITMENT TO THE SUBJECT AREA	Comp	UG	FLAS
	10	10	10
A. To what extent does the institution provide financial and other support to: - the operation of the applicant's center or program, - teaching staff for the applicant's subject area, - library resources for the applicant's subject area, - linkages with institutions abroad, - (for NRC applicants) center outreach activities, and - (for NRC applicants) students in fields related to the center's teaching program?	10	10	5
B. For FLAS applicants, to what extent does the institution provide financial support to graduate students in fields related to the applicant's teaching program?	0	0	5

Selection Criteria 1 – 6 Overheads

Things to Remember:

- Use this section as an introduction and overview of your proposal. Make sure you indicate the world area and the geographic parameters of the area – this will determine the composition of the panel reading your application.
- The Commitment section asks you to mention information that you will explain in more depth later, include references to relevant sections
- Use pre-application time to leverage your institutional funding -- get support and commitments from your institution before submitting application.
- Show departmental commitments to funding faculty lines seeded with NRC money.
- Provide information about institutional matching money or tuition/fee waivers provided for FLAS fellows.
- Avoid using of grant funds for more than 50% of any individual's salary. However, a case can be made for greater financial support for the **"least"** commonly taught languages.

Selection Criteria 1 – 6 Overheads

From discussing your institution, you next describe your undergraduate and graduate area or international studies majors, minors and certificate programs.

CRITERIA 2. QUALITY OF CURRICULUM DESIGN	Comp	UG	FLAS
	15	15	20
A. For NRC applicants, to what extent has undergraduate instruction in the applicant's area or topic of specialization been incorporated into baccalaureate degree programs (for example, major, minor, or certificate programs) in the applicant's subject area? Are the programs and their requirements (including language requirements) appropriate for a center in this subject area and will they result in an undergraduate training program of high quality?	5	10	0
B. For comprehensive NRC and FLAS applicants, to what extent does the applicant's curriculum provide training options for graduate students from a variety of disciplines and professional fields? For comprehensive NRC and FLAS applicants, are the graduate student training options and requirements (including language requirements) appropriate for an applicant in this subject area and do they result in graduate training programs of high quality?	5	0	10
C. To what extent does the applicant provide academic and career advising for students?	5	5	5
D. To what extent has the applicant established formal arrangements for students to conduct research or study abroad and to what extent do students use these arrangements? To what extent does the institution facilitate student access to other institutions' study abroad and summer language programs?	0	0	5

Criterion 2 - Things to Remember:

- Review each selection criterion to determine which sub-questions require your response.
- Provide references to other sections of the narrative, and the appendices when appropriate.
- Address the academic/career advising specifically. State whether it is provided by your center and/or through your institution.
- Consider ways to improve your center's array of curricular options, study abroad opportunities and advising services while preparing the narrative.

Selection Criteria 1 – 6 Overheads

CRITERIA 3: QUALITY OF THE APPLICANT'S NON-LANGUAGE INSTRUCTIONAL PROGRAM	Comp	UG	FLAS
	20	20	15
A. To what extent does the applicant offer courses in a variety of non-language disciplines and, for area studies programs, cover the countries of the area? For comprehensive NRC and FLAS applicants, to what extent are courses in the applicant's subject matter available in the institution's professional schools?	5	5	10
B. To what extent does the applicant offer depth of specialized course coverage in one or more disciplines of the applicant's subject area?	5	5	5
C. To what extent are interdisciplinary courses offered for: - (for Undergraduate NRC applicants) Undergraduate students? - (for Comprehensive NRC applicants) Undergraduate and graduate students? - (for FLAS applicants) graduate students?	5	5	5
D. Are sufficient numbers of non-language faculty available to teach the courses described in the narrative and course list? To what extent are instructional assistants (if any) provided with pedagogy training?	5	5	5

SELECTION CRITERIA 1 – 6 OVERHEADS

CRITERIA 4: QUALITY OF THE APPLICANT'S LANGUAGE INSTRUCTIONAL PROGRAM

	Comp	UG	FLAS
	20	20	20
A. To what extent does the applicant provide instruction in the languages of the applicant's subject area? To what extent do students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers?	5	5	5
B. To what extent does the applicant provide three or more levels of language training? To what extent are courses in disciplines other than language, linguistics, and literature offered in appropriate foreign languages?	5	5	5
C. Are sufficient numbers of language faculty available to teach the languages and levels of instruction described in the narrative and course list? To what extent have language teaching staff (faculty and instructional assistants) been exposed to current language pedagogy training appropriate for performance-based teaching?	5	5	5
D. What is the quality of the language program as measured by: - the performance-based instruction being used or developed, - the adequacy of resources for language teaching and practice, and - language proficiency requirements?	5	5	5

Selection Criteria 1 – 6 Overheads

Things to Remember for Criteria 3 and 4:

- Address each criterion point directly.

- Create a list of the elements that you need to address before you write the narrative for these sections.

- Use tables to respond to multiple questions; refer to the tables in your narrative as you address each sub-criterion.

- Show offerings through professional schools, it is a good idea to include a table listing the area/international and courses offered in each of your professional schools or programs

- Provide references to your course list when appropriate.

- Include a table of contents for your faculty bio appendix to help peer reviewers find faculty bios in reference to courses.

- Each application is evaluated by at least one language specialist, so it is important to involve language specialists in writing the language section of your proposal.

SELECTION CRITERIA 1 – 6 OVERHEADS

CRITERIA 5: STRENGTH OF LIBRARY

5. Strength of Library	Comp 15	UG 15	FLAS 15
A. What is the relative strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves?	5	5	5
B. To what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?	5	5	5
C. To what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or on-line databases? For NRC applicants, to what extent are teachers, students, and faculty from other institutions able to access the library's holdings.	5	5	5

Selection Criteria 1 – 6 Overheads

Things to Remember:

- Get assistance from your librarian/bibliographer before you start writing of this section.
- Distinguish between your collections in English and those in the languages of your world area.
- Emphasize institutional support and commitment to library holdings for your world area.
- Include all cooperative library agreements.
- If you have any unique holdings or special collections highlight them.

Selection Criteria 1 – 6 Overheads

After describing institution, center, courses and library – the last resource to describe is your faculty and staff.

6. Quality of Staff Resources	Comp 20	UG 20	FLAS 15
A. To what extent are the teaching faculty and other professional staff members qualified for the current and proposed center activities and training programs? To what extent are professional development opportunities, including overseas experience, for faculty and staff made available? How much time will the applicant's faculty and administrators commit to the teaching, supervision, and advising of students?	10	10	5
B. To what extent are faculty from a variety of departments, professional schools, and the library represented in the applicant's center or program oversight arrangements? For NRC applicants, how adequate are the staffing plans for the center's administration and outreach activities?	5	5	5
C. To what extent does the applicant, as part of its nondiscriminatory employment practices, encourage applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly?	5	5	5

Selection Criteria 1 – 6 Overheads

Things to Remember:

- Include bios for all center administration and staff in your Faculty Bio Appendix.
- Show professional development for faculty and staff.
- Make sure you stress faculty actively involved in center activities.
- Do not lose narrative space talking about famous faculty unless you can describe how these faculty members contribute to the center.
- Indicate clearly what your center and faculty do to advise students; do not use your institution's overall policy in answering this question.
- Provide overview of center's oversight committee and show how it influences center operations.
- Expand on your institution's nondiscriminatory employment practices and policies.

MOST IMPORTANT:

If you have questions during the preparation of Criteria 1 through 6

Contact the Program Officer for your World Area